



Approaches to Learning Series

July 27-30, 2020





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Disclaimer



Day 2: Building Trusting Relationships Through Student Voice and Choice

July 28, 2020



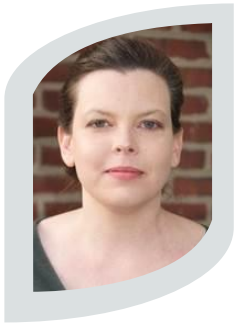
YOU FOR YOUTH

Facilitators



Andrew Francis

Education Specialist



Jenn Conner

Lead Education Specialist



YOU FOR YOUTH

Chat Facilitators



Dave McConnell

Lead Training Specialist

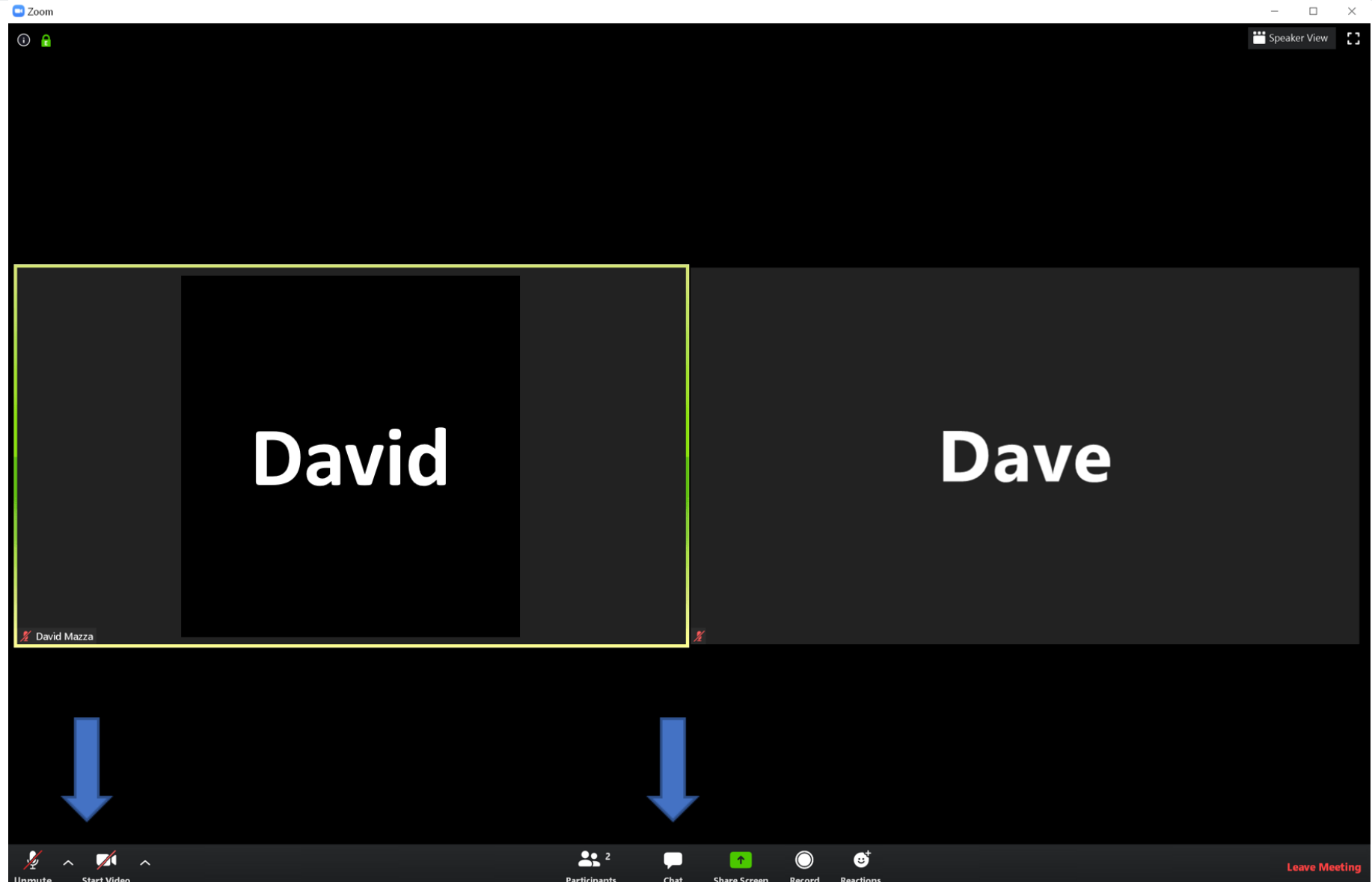


Yana List

Education Specialist



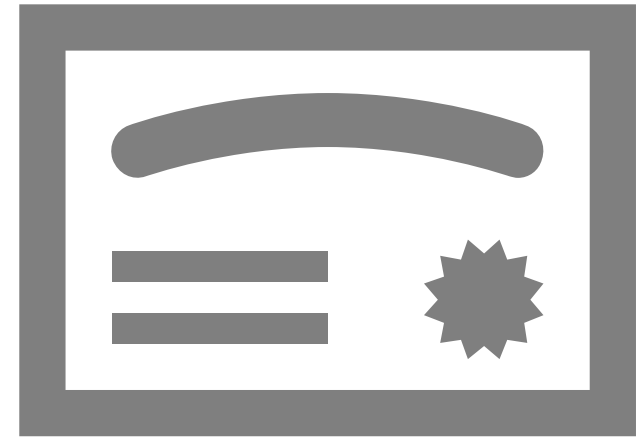
Using Zoom





Certificates

Will be provided for each day of the series and emailed to you within one week.





The Series

Building Trust With Students in the Whole Environment:
Monday, July 27

**Building Trusting Relationships Through Student Voice and
Choice: Tuesday, July 28**

Building Trust With Community Members: Wednesday, July 29

Building Trust in a Virtual Environment: Thursday, July 30

1 p.m. ET



Today's Documents

You are here: Home → Forum Home → Discussions → Approaches to Learning (Four-Part Series) → Thread

Search

Documents and Links

27 July 2020 03:34 PM

#1

David McConnell
MODERATOR



Total Posts: 35
Joined 2018-08-08

PM

Session 2: Building Trusting Relationships Through Student Voice and Choice

Need to register for tomorrow's session? <https://y4y.ed.gov/webinars/>

Elementary Student Interest Survey (PBL Course):

<https://y4y.ed.gov/tools/elementary-student-interest-survey>

Secondary Student Interest Survey (PBL Course):

<https://y4y.ed.gov/tools/secondary-student-interest-survey>

Incorporating Student Voice and Choice Training to Go (PBL Course):

<https://y4y.ed.gov/tools/incorporating-student-voice-training-to-go>

Incorporating the Democratic Process Training to Go (CLE Course):

<https://y4y.ed.gov/tools/incorporating-the-democratic-process-training-to-go>

Student Self Assessment for Group Work (CLE Course):

<https://y4y.ed.gov/tools/student-self-assessment-for-group-work>

Human Resources Course Tools:

<https://y4y.ed.gov/learn/human-resources/>



Objectives

- Define "Student Voice and Choice."
- Prepare staff and students for voice and choice opportunities that build trusted relationships.
- Build trusting relationships using voice and choice strategies and activities.
- Utilize Y4Y resources to infuse student voice and choice.



Check In/Check Out



Happy



Sad



Worried



Annoyed



Excited

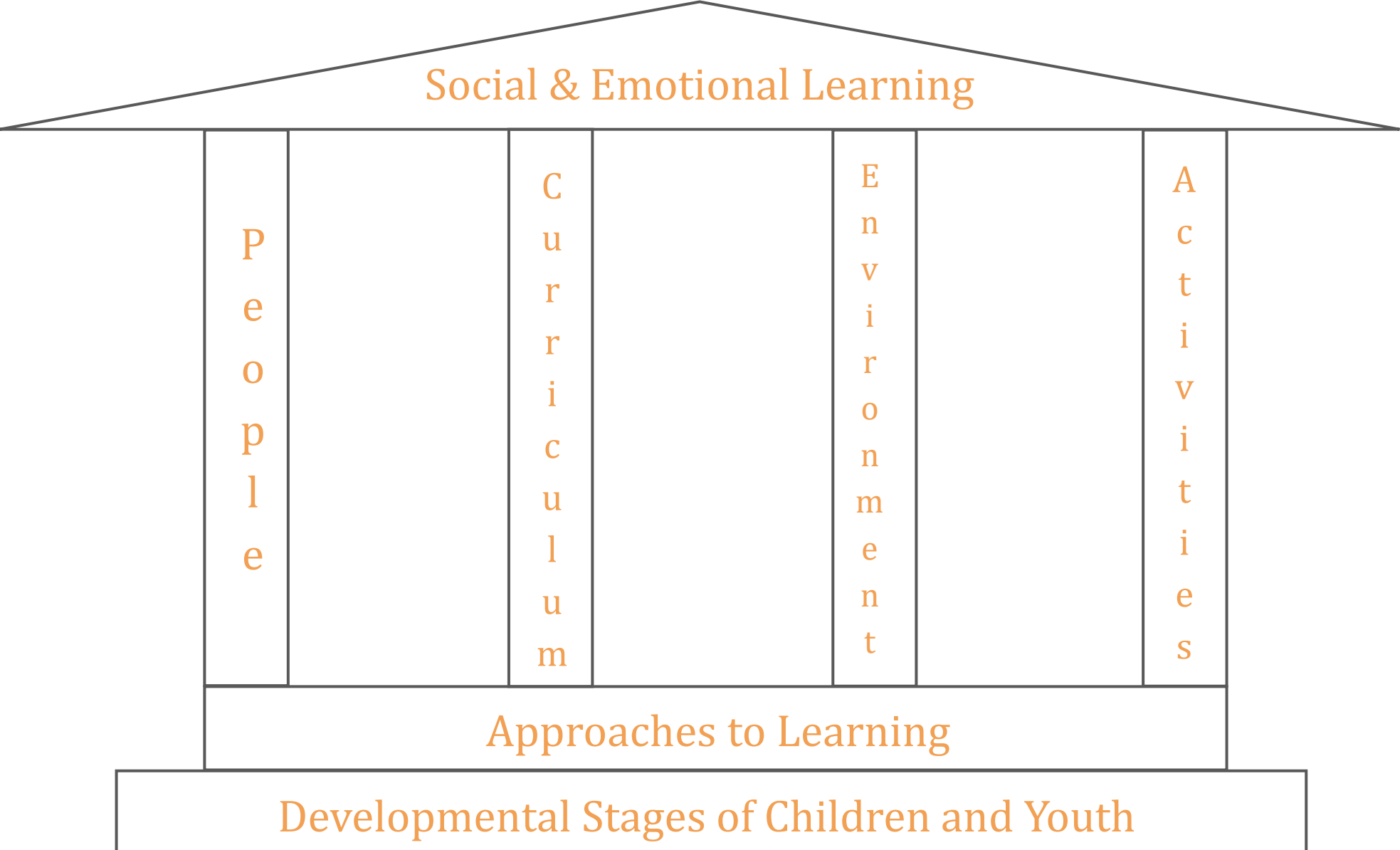


Scared

**How are
you
checking
into today's
session?**



Our Blueprint





Student Voice and Choice

- Student interests guide instruction
- Student involvement directs their education
- Goal is to increase student engagement and participation



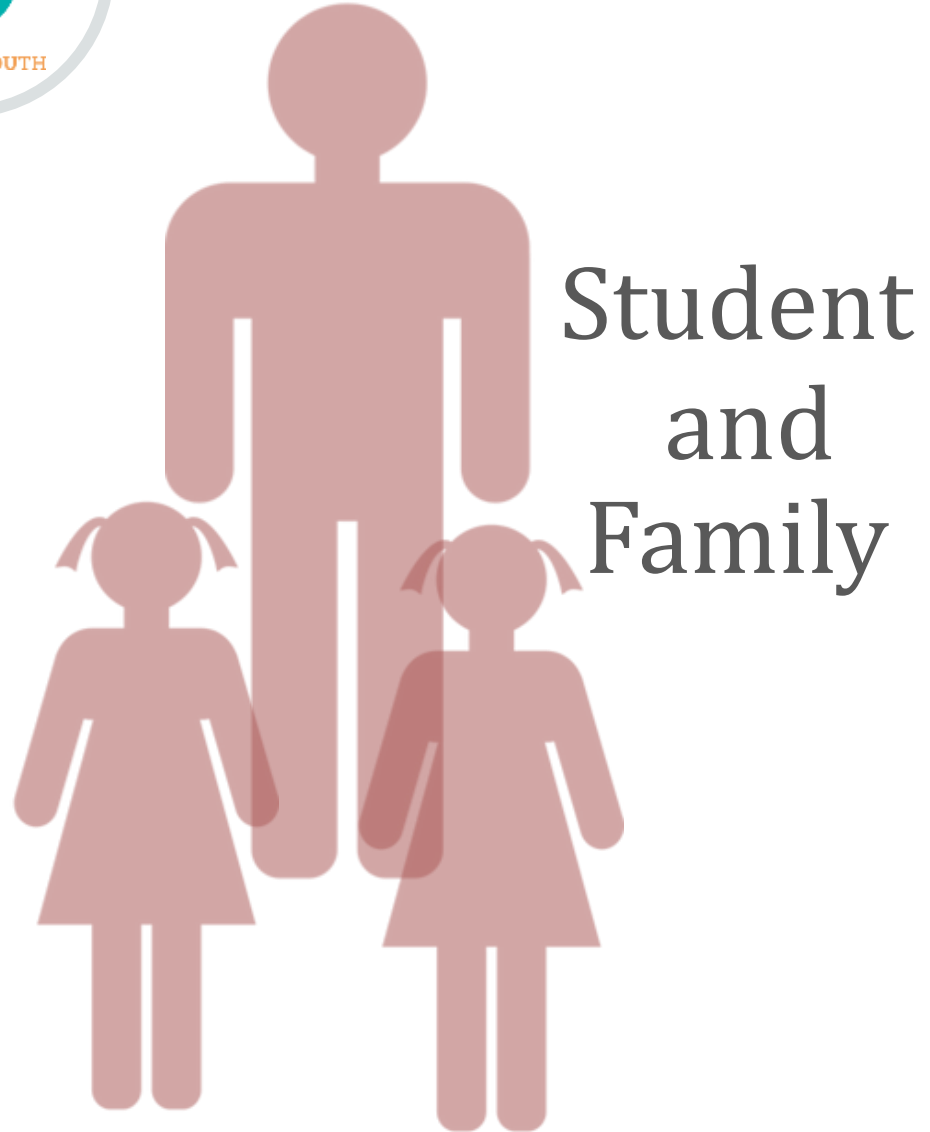


Student-Centered





Benefits

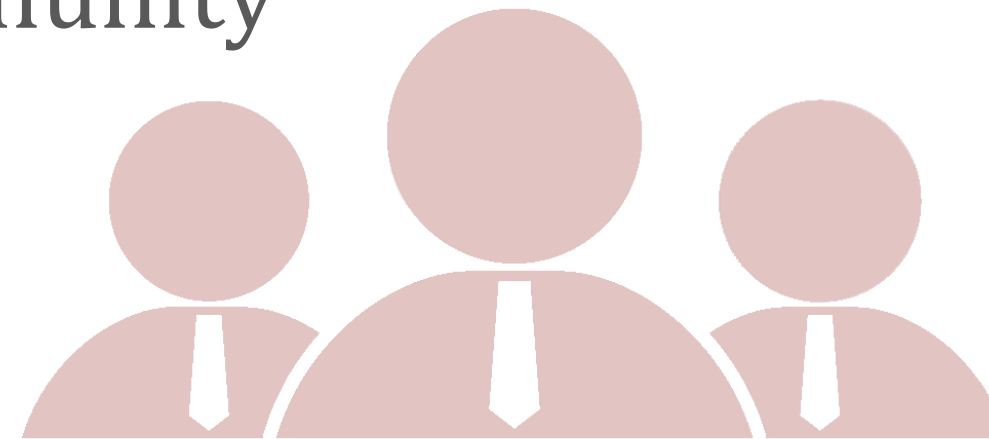


Student
and
Family



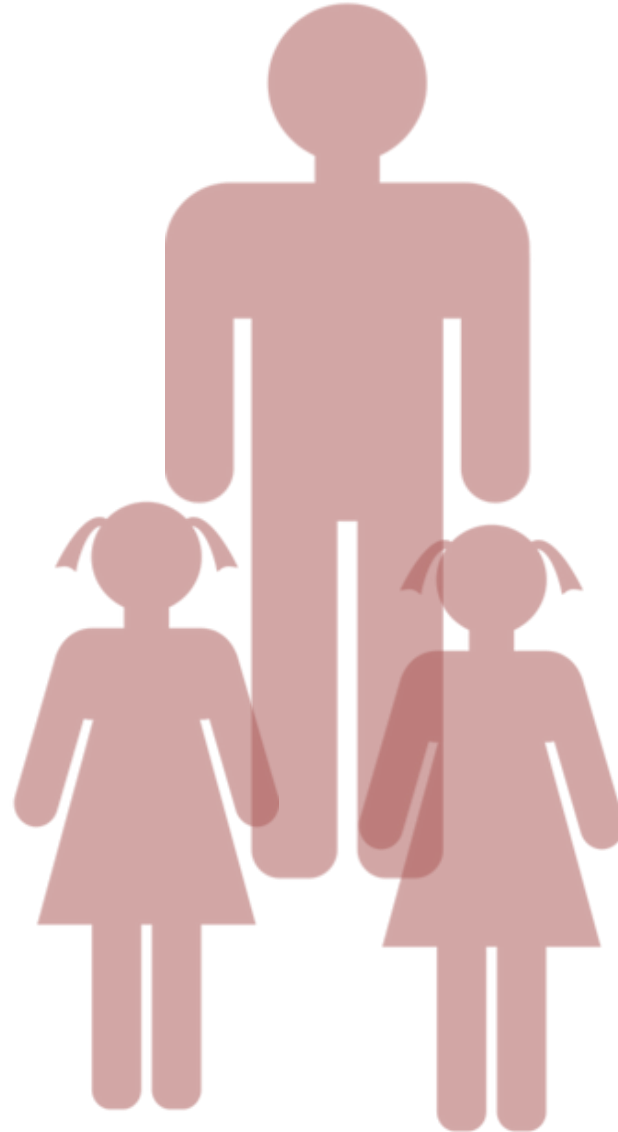
School

Community



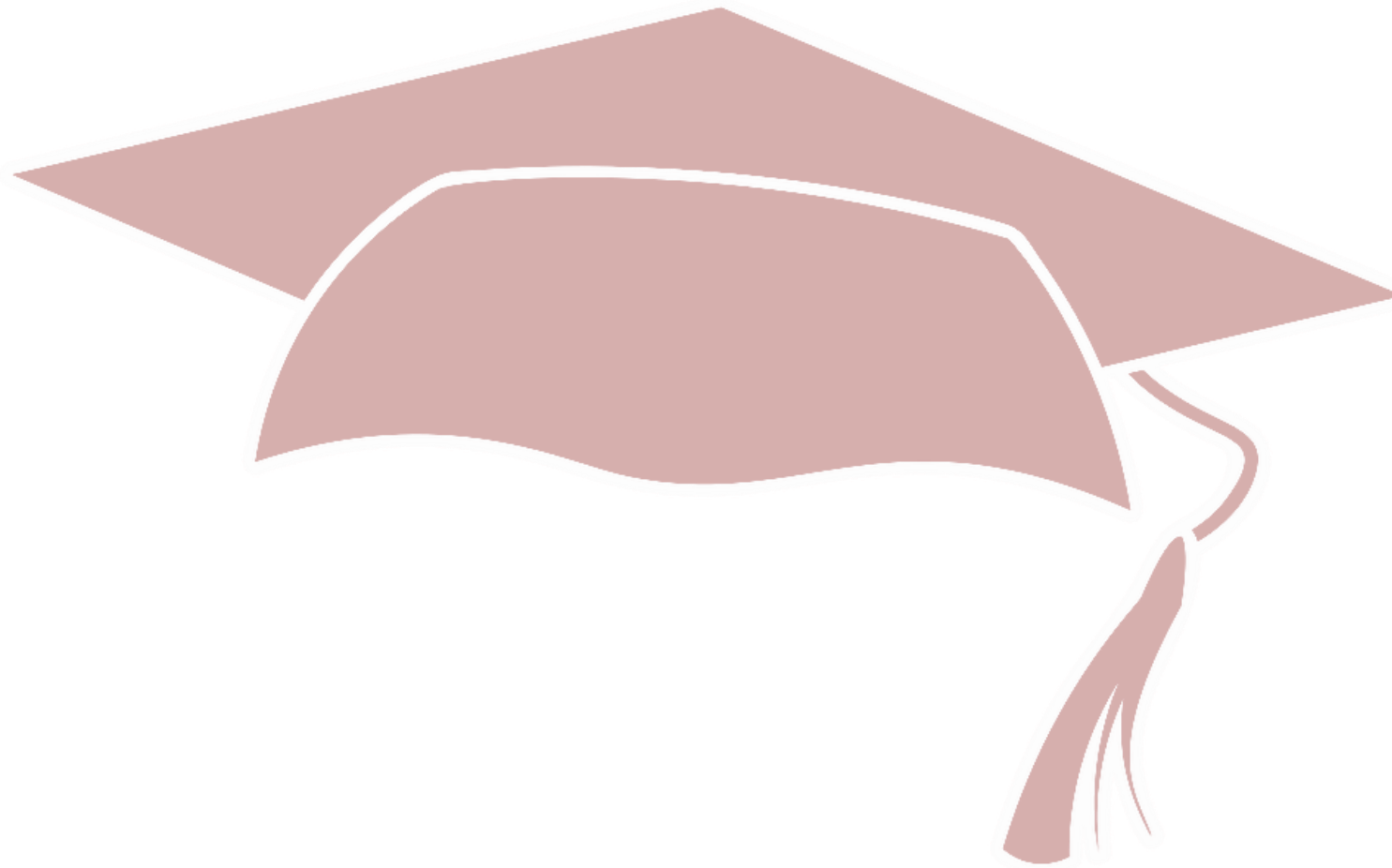


Student and Family Benefits



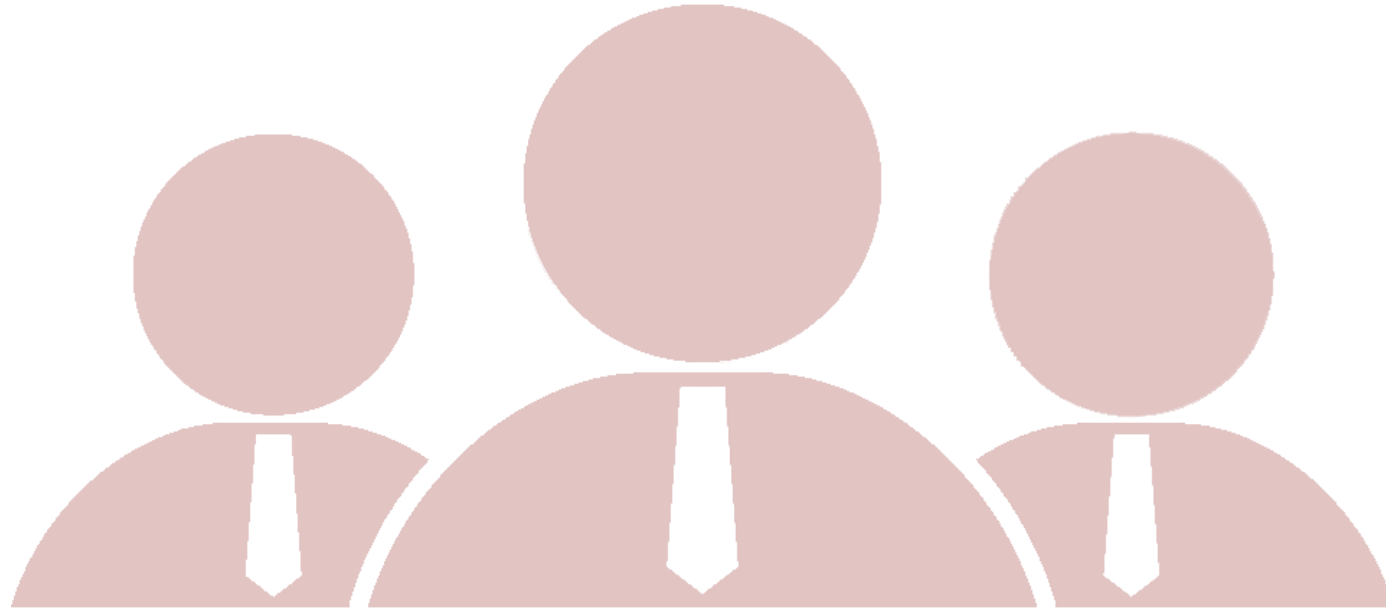


School Benefits





Community Benefits





How does your program currently
fare regarding student voice and
choice?

Baseline

**My program has developed
policies around student voice
and choice.**



My program collects student voice and choice data.

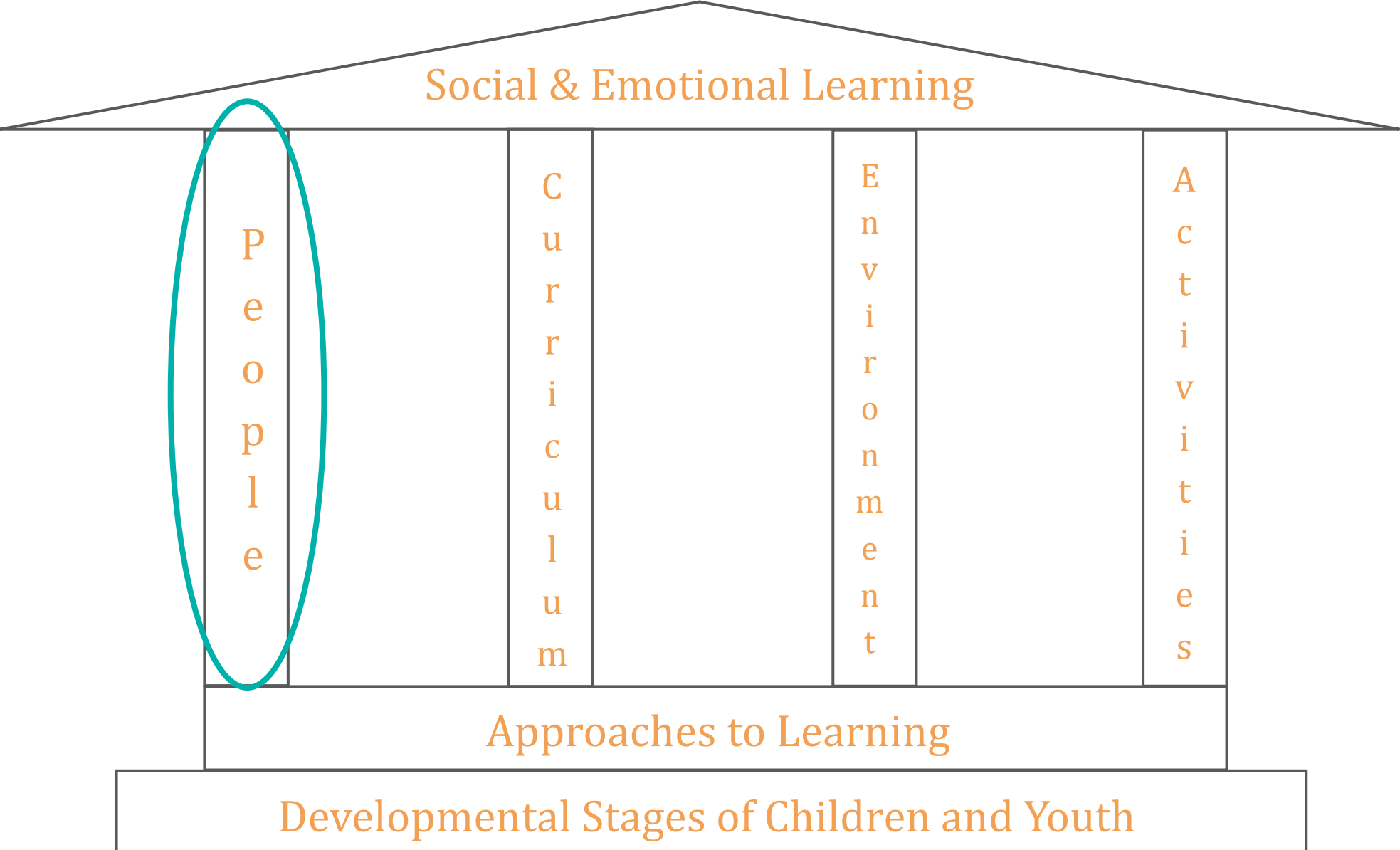


Students help plan program activities.





Our Blueprint





Sage on the Stage

- Direct instruction
- Lecture based
- Teacher-centered
- Limited child participation





Guide on the Side

- Facilitator as coach
- Students lead
- Active Participation



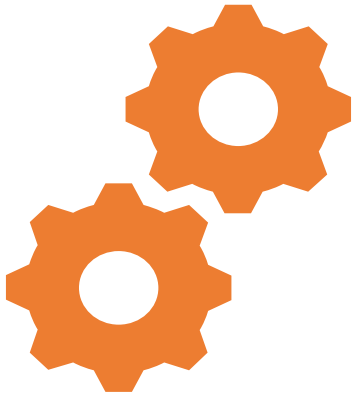


How Do We Get There?

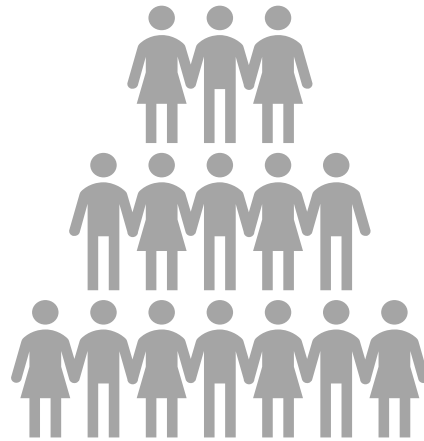




Transforming Program Staff



Capacity
Development



One-to-One Support



Mentorship
and Coaching



Defining Assumptions

something that you
believe to be true,
even without proof

What's Your Comfort Level?



Think about yourself. On a scale of 1-10, where does your comfort level fall? Are you more comfortable with facilitator-led or student-led?



1



10



How Do You Love to Learn?

Share your favorite way to learn.



Poll

How often do you design activities that match your learning style?



Your Students

Do majority of your students
enjoy learning the way you do?

YES

NO



Y4Y Resources



Human Resources

Implementation Strategies →

Estimated time to complete: 4 hours

Upon completion, you will receive an **Advanced Level** certificate of completion.



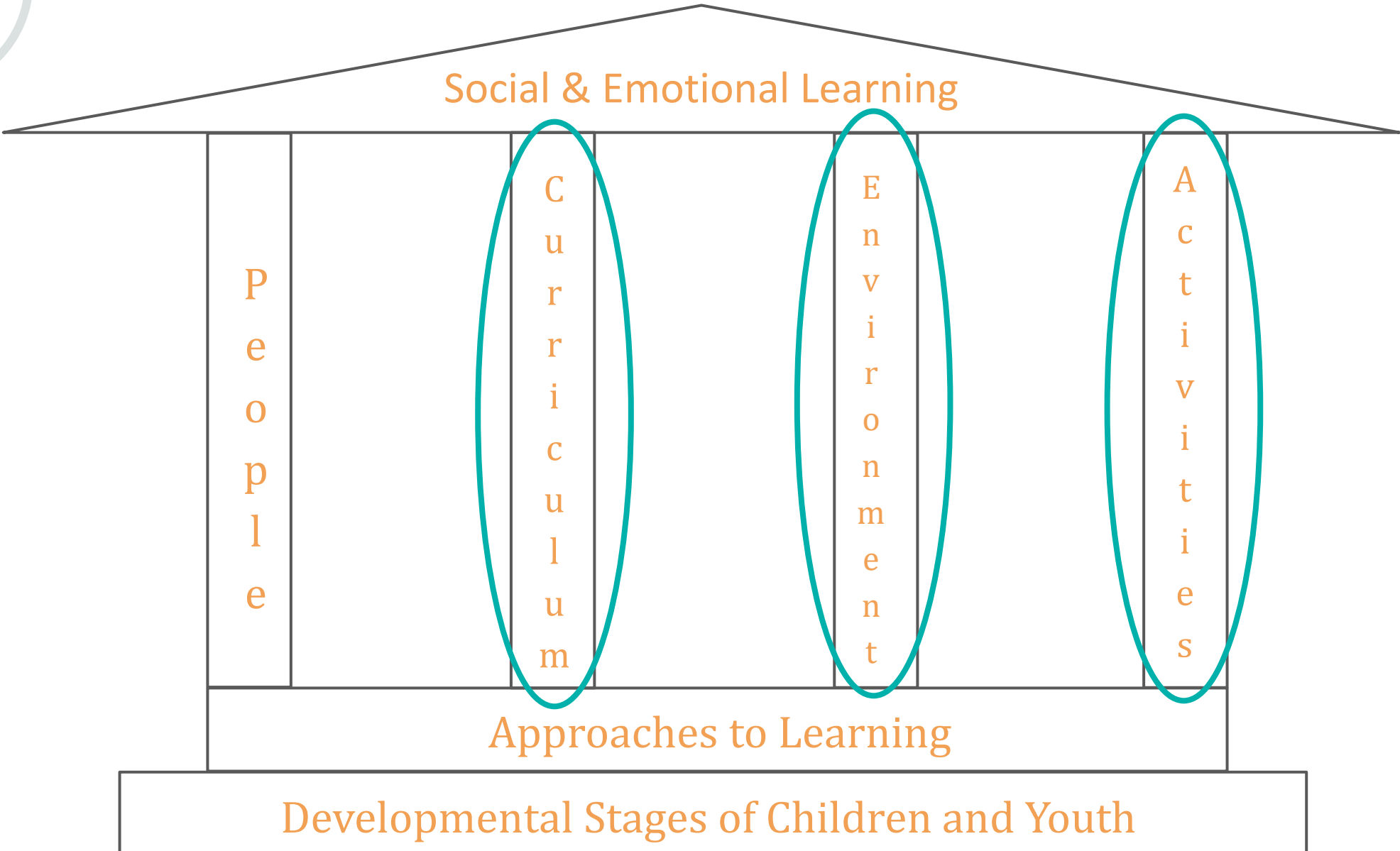
Whether you are developing or improving your human resources plan, the nine strategies outlined in this section will provide you with the depth and breadth to build a strong staff, prepare them for their roles, and retain them as the cornerstone to your healthy 21st CCLC program.

After completing this section, you will be able to

- Identify and recruit qualified candidates.
- Use an effective interview selection process.
- Hire and onboard new staff members.
- Train and manage staff to enhance staff performance and program success.
- Retain staff by creating a positive work environment.



Our Blueprint





Special Guests



Michelle Henriquez

Program Director

Boys & Girls Club

Truckee Meadows, Reno,
Nevada



Kelvin Bonner

Vice President of Programs

Youth at Heart

Tulsa, Oklahoma



Crystal Aldamuy

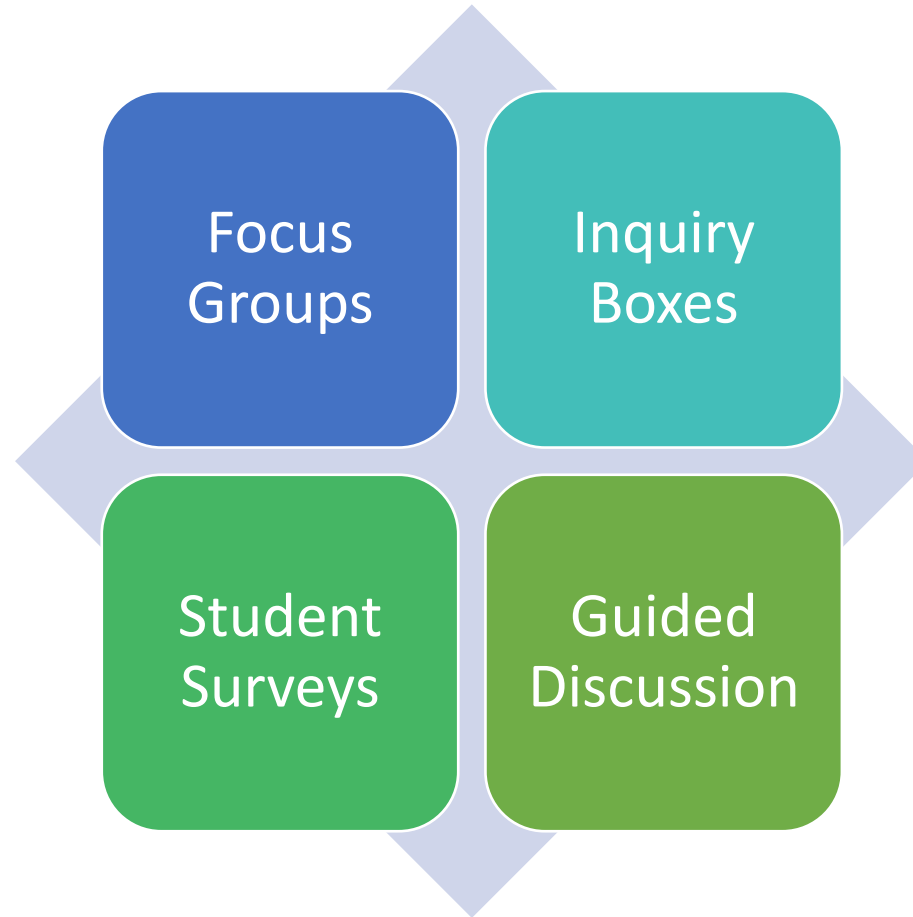
Curriculum Director

Boys & Girls Club of
Midlands

Columbia, South Carolina



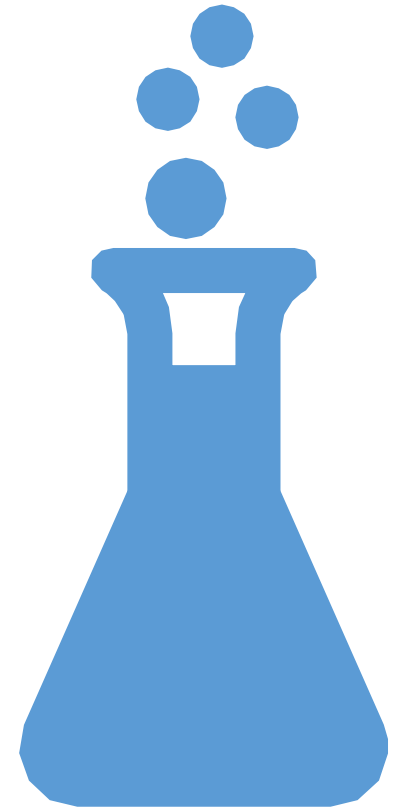
Capturing Student Voice and Choice





Capture How Students Want to Learn

- Small groups through a project
- Independent project completion
- Hands-on laboratory experiments
- Mentor or mentee projects





Work Products Students Want to Complete





Data-Through Line



3 Levels
of Data

Program
Goals

Activity
Goals

Needs
Statements

Activity
Decisions



Data

School-Level

58% of elementary students aren't reading on grade level.

Student-Level

51% of students struggle with decoding words and fluency.

Student Voice & Choice

Exploring the internet and creating a newsletter were of interest. Students all reported a preference for learning through small group projects and hands-on experiments.



Aligned Program Goals

By the end of the program year, 50% of below grade-level readers who regularly participate in the literacy activity will make gains toward grade-level reading goals in fluency and decoding as measured by the school's reading level measurement system.



Activity Decisions

Decoding and Fluency

Reading Raiders

Students will move through four literacy centers that focus on high-need reading skills:

- Online learning program
- Small-group literacy game
- Independent practice activity
- One-on-one or small-group instruction

Extra! Extra!

Students will create a school or program newsletter. Each student will be responsible for researching and writing one article. Then they will use the newsletter articles to create a monthly news broadcast that's posted on the program website.



Activity Decisions

Decoding and Fluency

Reading Raiders

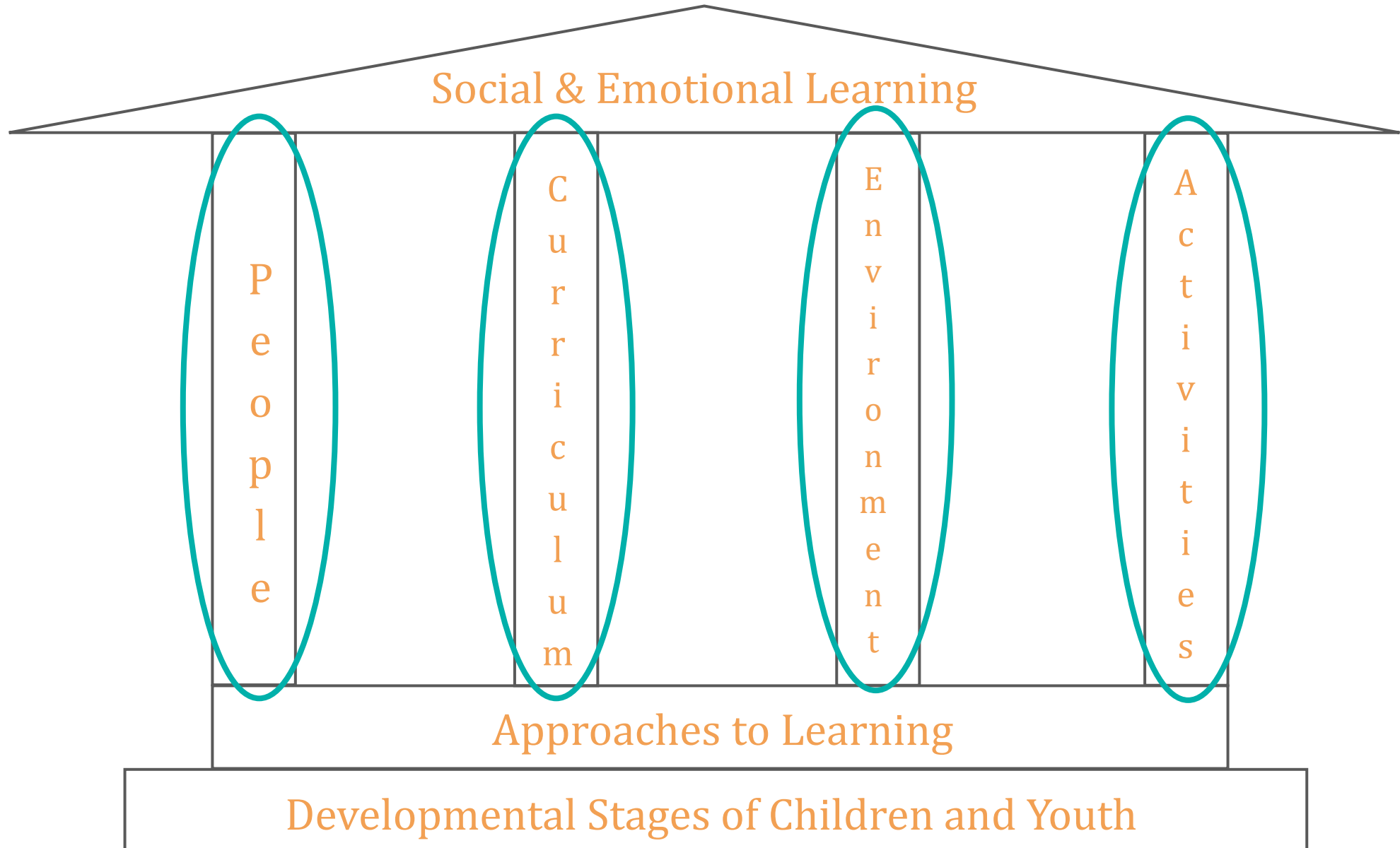
By the end of the program year, 50% of below grade-level readers who regularly participate in Reading Raiders will make gains towards grade-level reading goals in fluency and decoding as measured by the school's reading level measurement system.

Extra! Extra!

By the end of the program year, 85% of students who are identified as in need and who regularly participate in Extra! Extra! will make gains towards grade-level reading goals in fluency and decoding as measured by the school's reading level measurement system.



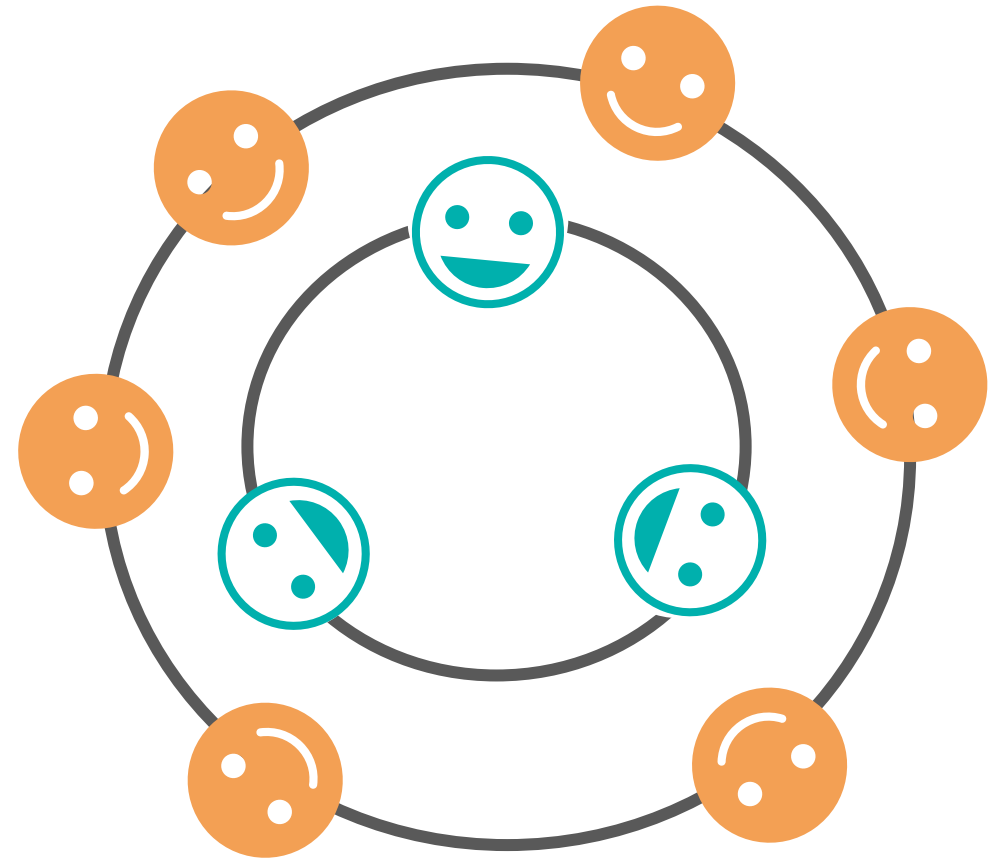
Our Blueprint





Fishbowl Activity

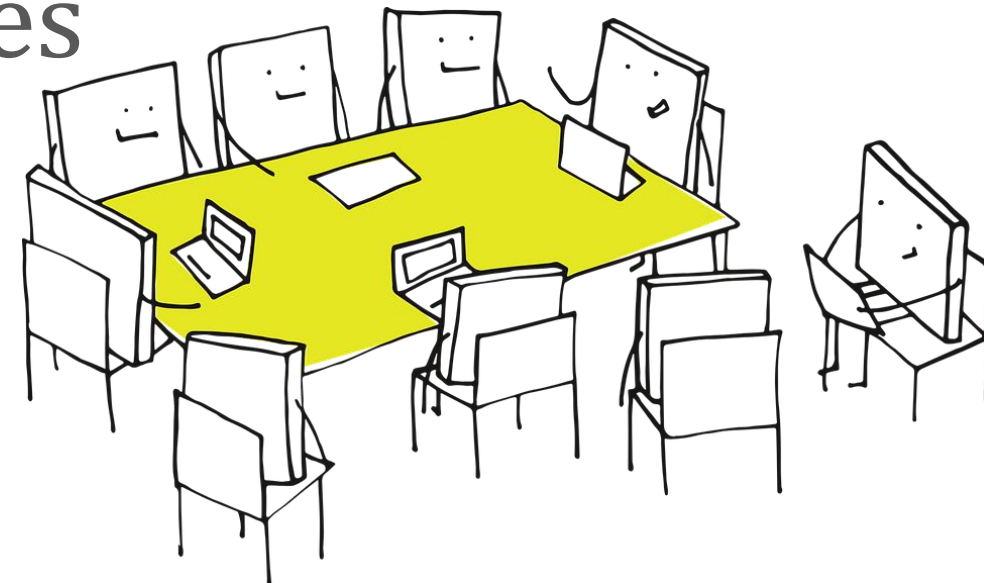
- Inner group discusses
- Outer group observes
- Vary speakers and observers to maximize participation





Socratic Seminar

- Begins with an open-ended question
- Text based
- Discussion driven
- Optional concentric circles





Nominal Group Technique

1. Individually jot down your top five strategies.
2. Partner and share your list.
3. Discuss the list of choices.
4. Participants individually rank top five choices.



Nominal Group Technique

- 1st Choice – 5 points
- 2nd Choice – 4 points
- 3rd Choice – 3 points
- 4th Choice – 2 points
- 5th Choice – 1 point



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